



# Doctor of Nursing Practice Program Handbook 2021–2022

Jefferson College of Nursing

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### Jefferson College of Nursing Thomas Jefferson University

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## Welcome!

Welcome to the Doctor of Nursing Practice (DNP) Program at Jefferson's (Philadelphia University + Thomas Jefferson University) College of Nursing! This guidebook was created to be a reference for all Jefferson DNP students and faculty and is not meant to be an exhaustive resource. The guidelines are revised annually and include information to guide DNP students in the completion of program progression, the DNP Project and practicum hours.

The DNP is a practice doctorate designed to prepare professional nurses for scholarly practice as clinical and health systems experts who will lead and inspire health care improvement and reform. Jefferson College of Nursing's DNP curriculum focuses on leadership, systems thinking, reflective practice, health policy, implementation science and evidence-based clinical practice.

Doctoral study is rigorous and requires independence, discipline and self-direction. The best way to succeed is to immerse oneself in the educational process. An expectation of all students is to stay current with course work and keep informed by maintaining communication with the Graduate faculty, checking the course board/s and JeffMail email daily.

### Jefferson College of Nursing DNP Organizing Framework

Jefferson University, Jefferson College of Nursing Graduate Program has adopted the components of doctoral education defined in *The Essentials of Doctoral Education for Advanced Nursing Practice* published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum: 1) core curriculum comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus, and 2) specialty curriculum comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practicum experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing.

The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

- Essential I: Scientific Underpinnings for Practice prepares graduates to: 1) use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate, and evaluate outcomes; and 2) develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

- Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares graduates to: 1) develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences; 2) ensure accountability for quality of health care and patient safety for populations with whom they work, and 3) develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.
- Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice prepares graduates to: 1) use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice; 2) design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care; 3) apply relevant findings to develop practice guidelines and improve practice and the practice environment; 4) use information technology and research methods appropriately; 5) function as a practice specialist/consultant in collaborative knowledge-generating research; and 6) disseminate findings from evidence-based practice and research to improve healthcare outcomes.
- Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care prepares graduates to: 1) design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems; 2) analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology; 3) demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases; and 4) evaluate consumer health information sources for accuracy, timeliness, and appropriateness.
- Essential V: Health Care Policy for Advocacy in Health Care prepares graduates to: 1) critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums; 2) demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy; 3) educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes; 4) advocate for the nursing profession within the policy and healthcare communities; 5) develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery; and 6) advocate for social justice, equity, and ethical policies within all healthcare arenas.
- Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes prepares graduates to: 1) employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products; and 2) lead interprofessional teams in the analysis of complex practice and organizational issues.

- Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health prepares graduates to: 1) analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health; and 2) synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
- Essential VIII: Advanced Nursing Practice prepares graduates to: 1) conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches; 2) design, implement, and evaluate therapeutic interventions based on nursing science and other sciences; 3) develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes; 4) demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes; 5) guide, mentor, and support other nurses to achieve excellence in nursing practice; 6) educate and guide individuals and groups through complex health and situational transitions; and 7) use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues. The specialty curriculum constitutes the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practice experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

American Association of Colleges of Nursing (2006) *The Essentials of Doctoral Education for Advanced Nursing Practice* Washington D.C.

### **Jefferson College of Nursing DNP Program Outcomes**

Upon completion of this program, the graduate will be able to:

1. Synthesize knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences into the conceptual foundation of advanced nursing practice at the doctoral level. (Essential I)
2. Employ organizational and systems-level leadership principles in the development and evaluation of care delivery approaches that meet the current and future needs of communities and populations. (Essential II)
3. Design, direct and evaluate scholarly inquiries that incorporate evidence appraisal, research translation, and standards of care to improve practice and the practice environment. (Essential III)
4. Analyze ethical and legal issues in the use of information, information technology, communication networks, and patient care technologies used to support safe, high-quality patient care. (Essentials II, IV)
5. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care

delivery and outcomes. (Essential V)

6. Integrate skills of effective communication, collaboration, shared decision-making, and leadership with interprofessional teams to create change in health care. (Essential VI)
7. Synthesize individual, aggregate, and population health data in the development, implementation, and evaluation of interventions that address health promotion/disease prevention, access, and disparities. (Essential VII)
8. Demonstrate advanced levels of leadership, systems thinking, clinical judgement, and analytical skills in designing, delivering, and evaluating evidence-based care at the highest level of advanced practice. (Essential VIII)

## Academic Advising

Upon enrollment, students in the DNP program are assigned a DNP faculty member(s) as an academic advisor. The academic advisor will assist students in interpreting DNP and College of Nursing program and policy requirements as well develop a plan of study. Students shall arrange a meeting with their academic advisor as soon as possible after being assigned as well as communicate with their advisor at least once per semester and keep the advisor informed regarding current or anticipated plans, goals, and progression issues. Students should initiate meetings with advisers. It is recommended that these meeting are held via Zoom, Teams, Skype, Face Time, and/or in person. Students having questions about academic advisors should contact the DNP Program Director.

The following list of faculty includes nursing faculty who advise students and/or teach in the DNP program:

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## **Doctor of Nursing Practice Program Options**

Please refer to the 2020-2021 Jefferson College of Nursing Student Handbook and Course Catalogue for DNP program options and full-time and part-time plans of study. All students should consult with their advisor to create and/or revise their plan of study.

### **Doctor of Nursing Practice Course Listing and Course Descriptions**

#### **NU701: Scientific Underpinnings for Nursing Practice**

Explores the evolution and development of theories relevant to nursing practice, grand and middle-range theories, and their philosophical underpinnings and implications. *This course has a minimum practicum component of 40 hours.*

#### **NU702: Practice Inquiry: Designs, Methods and Analyses**

Examines advanced research designs, methods and analysis common to clinical research focused on solving clinical problems and improving health outcomes. The course will prepare students to design, implement, interpret and translate research into clinical practice. Methodologies to be studied include quantitative, qualitative and mixed methods. The course will focus on the formulation of researchable questions and hypotheses, various research designs, types of research variables and measurement. *This course has a minimum practicum component of 40 hours.*

#### **NU703: Theoretical Foundations for Organizational Change in Healthcare Systems**

Provides a comprehensive exploration of organizational change theories and systems thinking approaches within an ethical context. The goal of this course is to develop and refine the leadership/management change skills of students to transform practice and educational environments in order to enhance the quality of nursing and healthcare delivery systems. *This course has a minimum practicum component of 40 hours.*

#### **NU704: Philosophy, Foundations and Methods for Evidence Based Practice**

Introduces the concepts associated with evidence-based nursing practice models. The steps in implementing evidence-based practice are explored in depth. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice both for individual and systems will be identified and barriers to evidence-based practice will also be identified. *This course has a minimum practicum component of 40 hours.*

#### **NU705: Advanced Topics in Health Informatics**

Examines advanced topics in health informatics including revolutionizing health care through information and computer technology. *This course has a minimum practicum component of 40 hours.*

#### **NU706: Quality Measurement and Outcomes Analysis in Healthcare**

Focuses on quality and patient safety initiatives. Strategies for creating a culture of quality and patient safety will be examined. The goal of the course is to provide the student with the scientific knowledge base and practical tools necessary for leadership in healthcare



quality and patient safety initiatives so that an organizational quality infrastructure can be built. *This course has a minimum practicum component of 40 hours.*

#### **NU707: Leadership and Inter-professional Collaboration**

Focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship building and team building. The goal of this course is to further enhance the student's leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated healthcare delivery teams. *This course has a minimum practicum component of 40 hours.*

#### **NU708: Clinical Prevention and Population Health for Improving the Nation's Health**

Examines concepts related to health care outcomes identification, health promotion, disease prevention, disease management, and the design of innovative health care delivery models for vulnerable, underserved, and minority populations. *This course has a minimum practicum component of 40 hours.*

#### **NU709: Current Issues in Health and Social Policy: Planning, Participating and Policy Making**

Focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. Students will conduct health policy analysis, examine stakeholders' perspectives and environmental factors, and develop feasible policy options and recommendations. *This course has a minimum practicum component of 40 hours.*

#### **NU710 Practicum I**

This is the first of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Practice Inquiry Project begins in this course. *This course has a minimum practicum component of 60 hours.*

#### **NU711 Practicum II**

This is the second of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Practice Inquiry Project continues in this course. *This course has a minimum practicum component of 60 hours.*

#### **NU712 Practicum III**

This is the third of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Practice Inquiry Project concludes in this course. *This course has a minimum practicum component of 60 hours.*

## Clinical Practicum Requirements

Students are required to complete *a minimum of 540 clinical practicum hours* throughout the DNP program. Didactic courses NU701 through NU709 include a minimum 40-hour practicum component. The nature of the hours is mutually agreed upon by the student and course faculty, and is further detailed in each course's syllabus.

Three courses, NU710, NU711 and NU712, include practicum hours directly related to the student's unique area of inquiry and support the DNP Project and the student's identified clinical practice goals and course objectives. NU710, NU711 and NU712 each require *a minimum of 60 clinical practicum hours*

*Practicum hours earned in a course are null and void in the case of course failure or course withdrawal. When the course is repeated, practicum hours are not counted from the first attempt. Therefore, when the course is repeated, the student must complete all required hours at that time.*

**NOTE:** The American Association of Colleges of Nursing in *The Essentials of Doctoral Education for Advanced Nursing Practice* (October 2006) states, "in order to achieve the DNP competencies, programs should provide **a minimum of 1,000 hours of practice post-baccalaureate** as part of a supervised academic program." Students will be required to complete additional practicum hours if, in their MSN program, they completed less than 460 clinical hours. Students to whom this applies will develop a tailored plan with their advisor to earn extra clinical practicum hours during the DNP program.

## Clinical Affiliation Agreements and Consent and Release Forms

While JCN strives to provide enriching and engaging clinical practicum experiences for our DNP students, it is imperative that we respect and protect legal and ethical boundaries of both our students and clinical sites.

- For practicum sites that constitute *ongoing contact*, the university must have a **clinical affiliation agreement** with the agency/site/individual. Students shall work with individual course faculty to determine if the university has a pre-existing clinical affiliation agreement with the intended agency/site/individual.
- For one-time interfaces (observations, interviews, etc.) or experiences that constitute *a single contact and/or one-time event*, students must complete a **consent and release form** with the agency/site/individual. *Note: Some course assignments may require a consent and release form as well.* Students shall provide copies of completed consent and release forms with their practicum log submissions or course assignments, as appropriate.
- The consent and release form can be found in the Forms section of the DNP Handbook.

Prior to confirming an individual's participation with you in an interview designed to fulfill curricular requirements of the Jefferson College of Nursing, the following must occur:

- You must explain to the intended interviewee/observation location who you are.
- You must explain your role as a Doctor of Nursing Practice (DNP) student at the

Jefferson College of Nursing, Thomas Jefferson University.

- You will explain the project upon which you are working, the extent to which you will publish or otherwise share the information obtained from your interactions with them, and the media you intend to utilize to obtain information.
- You will read a description of your intended activities to the interviewee or provide them with the option to read an explanation of your planned interview.

The Consent and Release Form will help you fully convey to the interviewee/observation location the important elements of their participation. After the potential interviewee/location receives information sufficient to satisfy the criteria identified in the section above, you must ask them to sign the Agreement to Interview/Observe Form. Give the interviewee/observation location a copy of the signed form and submit a copy of the signed form to the course board. You may also keep a copy for your records. Do not conduct the interview/observation until you have obtained a signed copy of the Consent and Release Form.

### **Practicum Hours: NU701 through NU709**

Each course contains a minimum of 40 practicum hours related to the course purpose and objectives. The nature of the hours is mutually agreed upon by the student and course faculty, and is detailed in each course's syllabus. At the beginning of each course, students will write a practicum hour completion plan and discuss the plan with the course faculty. Using the program template, students will maintain a practicum journal that includes practicum goals and objectives, a description of practicum activities, an evaluation of practicum activities and completed hours. At the course completion, students will submit lessons learned from the overall practicum experience, identify areas of clinical strength, areas for improvement and a plan of action. ***Students who do not submit practicum journals (initial or interim) by the established due dates will be considered in clinical jeopardy. A cumulative practicum journal will be submitted to the course board at the end of the semester. All cumulative journals must be signed by the student, attesting to the veracity of the practicum hours earned.***

### **Practicum Hours: NU710, NU711 and NU712**

Practicum hours are directly related to the student's unique area of inquiry and support the Doctor of Nursing Practice Project (DNP Project) and the student's identified clinical practice goals and course objectives. The practicum hours are mutually agreed upon among the student, course faculty, committee chair, and co-operating agencies. At the beginning of each of these courses, students will write a practicum hour completion plan and discuss the plan with the course faculty and their committee chair. Using the program template, students will maintain a practicum journal that includes practicum goals and objectives, description of practicum activities, evaluation of practicum activities and completed hours. The template can be found on the NU710, NU711, and NU712 DNP course boards. At the course completion, students will submit lessons learned from the overall practicum experience, identify areas of clinical strength, areas for improvement and a plan of action. A cumulative practicum journal will be submitted to the course board periodically and at the end of the course. **A cumulative practicum journal will be submitted to the course board at the end of the semester. All cumulative journals must be signed by the student, attesting to the veracity of the practicum hours earned.**

The NU710, NU711 and NU712 practicum experience may include, but is not limited to:

- Practice experiences
- Conference attendance (pre-approved)
- Site visits
- Consultation with a national expert
- Planning meetings with the organization where the project will be implemented
- Leading the change team
- Creating/leading support groups

### **Clinical Practicum Preceptors/Mentors**

The practicum hours in NU710, NU711 and NU712 require a student preceptor/mentor. This individual is usually the external member of the student's DNP Project Team.. Preceptors assist the student to conceptualize and approach practice through a scientific mindset – challenging the habits of practice, cultivating curiosity about the scientific and theoretical underpinnings of practice, and formulating practice inquiry questions. Students are encouraged to select preceptors who are subject matter experts in their selected area of inquiry, and who agree to guide, advise, counsel, motivate, coach and facilitate the work of the student.

To be successful with the DNP Project and as a mentee, students must establish clear goals and expectations, determine their personal and professional interests, be open to learning, correction, and even failures, and carefully choose the project topic and mentors. Successful mentoring relationships require commitment from both parties, as well as the recognition of the needs of both and the understanding that these needs will change with time. *Students must collect a CV, professional license and credentials, when appropriate, from the preceptor/mentor at the beginning of the NU710 semester.*

### **Clinical Practicum Evaluation**

A clinical practicum evaluation is required for NU710, NU711 and NU712. The clinical practicum evaluation incorporates identified behaviors outlined in the AACN's *Essentials of Doctoral Education for Advanced Practice Nursing*. The clinical evaluation will be completed at the end of each semester by the student's preceptor/mentor. As well, each student will complete a Practicum Site/Preceptor-Mentor Evaluation at the end of each semester. These forms can be found on the NU710, NU711, and NU712 DNP course boards. A copy of completed evaluations from each semester shall be submitted to the project team leader as well as maintained in the student's files.

## DNP Scholarly Project

All Doctor of Nursing Practice (DNP) students are expected to complete a DNP Project. The DNP Project is a faculty-guided scholarly process to address a theoretically and clinically relevant problem. The DNP Project provides evidence of the student's practice inquiry knowledge and skills and her/his ability to apply research, clinical practice and leadership principles through problem identification, proposal development, implementation, and evaluation of a problem related to clinical practice, the health care delivery system, or a health care policy issue.

Much of what goes into the DNP Project selection reflects the professional and personal interests of the student. As with any major undertaking, success includes a series of realistic and achievable goals and expectations. Students are expected to begin NU710 with a well- defined Project topic, working closely with the DNP Project chairperson.

The DNP Project is guided by a three member project team, including a project team leader from the JCN faculty, a TJU faculty member, and an external team member. The external team member also typically serves as the student's practicum preceptor. Requirements for project team members are outlined below.

The DNP Project is conducted during three consecutive courses. Typically, in NU710, students write the proposal and submit the proposal to the appropriate Institutional Review Board, in NU711, students implement the project, and in NU712, students evaluate and disseminate the project results.

### Types of DNP Projects

DNP Projects may include, but are not limited to, the following examples.

1. Practice change initiative represented by a pilot study, demonstration project, program evaluation, quality improvement project, research utilization project, or an evaluation of a new practice model.
2. Development of innovative products to foster patient engagement in health-related activities.
3. Substantive involvement in a large-scale clinical practice project.
4. Feasibility studies
5. Case study research

### DNP Project Timeline

***Students must begin NU710 with a solid practice inquiry topic and question related to clinical practice, the health care delivery system or a health care policy issue.*** During the semester prior to beginning NU710, each student will submit a 1 to 2 page paper. This document must include the proposed DNP Project type, title, purpose, objectives, 1-2 referenced paragraphs indicating the need for such a Project, the anticipated practicum site and any student preferences for their project team leader. This information provides the DNP faculty the opportunity to review and discuss the topics/ideas and discuss and identify appropriate chairs and determine if a clinical affiliation agreement exists for the anticipated practicum site. DNP faculty will meet to discuss the assignment of chairs to student projects and students will be notified of their team leader prior to the beginning of NU710.

Students are not to assemble a project team prior to being assigned a project team leader and discussing the team composition with the assigned team leader.

### NU710 DNP Project Requirements

- Identify a DNP Project Team Leader. A team leader will be identified prior to beginning NU710. The leader must hold an earned doctorate and be a member of the Jefferson College of Nursing graduate faculty. The student and team leader are expected to work closely throughout all stages of the doctoral project. The student and team leader will discuss their communication expectations and needs, as well as identification of potential committee members.
- Identify a Practicum Site. Using the student's professional network, determine a practicum site for completion of the Project. Work with the DNP Project team lead to determine if a current clinical affiliation agreement exists for this site.
- Select DNP Project Team Members. In consultation with the DNP Project team leader, the student will identify two additional team members. The internal team member should be a subject matter or methods expert or have interest in the topic, hold an earned doctorate and be a member of the Jefferson University faculty. The external team member must hold an earned doctorate. This committee member will have clinical expertise or a research collaborative relationship that may either facilitate the student's access to the study site, population or data or supplement the clinical expertise of faculty team members. The external team member also typically agrees to serve as the student's practicum preceptor/mentor. The student must obtain and submit a curriculum vitae (CV) for all team members other than those affiliated with Jefferson College of Nursing. Students must also obtain license and/or credentials, when appropriate, from external team members and/or preceptors. ***Students should not contact, ask or speak with potential DNP Project team members until after they meet with their project leader, and the leader approves of the members.***
- Complete Form A. The student will obtain the leader's and team members' signatures on the ***Doctoral Project Team Member Appointment (Form A)***.
- The form can be found on the NU710 course board. The student shall submit the completed form to the DNP Project team leader and to the NU710 course board. The student will develop a DNP Project proposal timetable, including a plan to meet the clinical practicum hour requirement and review the plan with her/his team leader.
- Refine the DNP project question and project purpose. Once the student and team leader agree on the type of project and a clinical question/purpose, the student will begin to write the DNP Project proposal, consistent with writing the DNP Project format, noted below.
- Write and revise. The student will review the draft proposal with the team leader and revise as recommended, allowing ample time between revisions. The student should plan to have the proposal completed and approved by the faculty project team in sufficient time for the full team to review and revisions to occur, when necessary, prior to the end of the semester. Once approved, the team leader will distribute the proposal to the project team members for review. Members should be given two weeks to review the proposal.

- Complete Form B. Once all project team members approve the project proposal, the student will direct each member to sign the *DNP Project Proposal Approval* (Form B). The form can be found on the NU710 course board. Students shall submit the completed form to their team leader and to the course board.
- IRB submission. Upon project team approval of the DNP Project proposal, the student is ready to submit the proposal to the appropriate Institutional Review Board (IRB). Under most circumstances, the student will require IRB approval only from the organization where the project will take place. The student shall prepare the required IRB application forms in consultation with the appropriate institutional IRB departments. ***The student is not permitted to start official work implementing the project until the project receives IRB approval from all required organizational IRBs. IRB submission is a requirement of NU710.***

### NU711 DNP Project Requirements

- Implement. Once IRB approval is obtained, the student implements the DNP Project. During this time, the student maintains frequent communication with the project team members throughout the implementation and completion of the project.

### NU712 DNP Project Requirements

- Analyze and synthesize results.
- Write and revise. The student will write the remainder of the Project document and submit to the project team leader according to a mutually agreed-upon schedule. As with the DNP Project proposal, ample time should be allocated for revisions. Once approved, the team leader will distribute the proposal to the project team members for review. Members should be given two weeks to review the proposal.
- Prepare a final oral report. Once the project team leader and members approve of the final DNP Project report, the student shall arrange a mutually agreed-upon date and time for oral presentation. The student will give a 20-minute oral summary including significance or implications for theory, future research, clinical practice, health policy or education. The oral summary will be followed by discussion. The oral presentation is open to project team, JCN faculty and DNP students.
- Complete Form C. The student will complete the *DNP Project Successful Completion* (Form C). The form can be found on the NU712 course board. Upon final DNP Project approval, the student must submit an electronic copy to the NU712 course board. **The student is encouraged to deposit the DNP Project abstract into the Jefferson Digital Commons AFTER the committee has approved the DNP Project and signed Form C.**
- Disseminate results. The student shall begin to prepare a manuscript for submission to an identified peer-reviewed journal. If possible, the student will submit the manuscript before the completion of NU712.

## Writing the DNP Project

The length of the proposal may vary depending on the DNP Project option selected. Students may find that they need to rework their proposals several times to achieve clarity, brevity and completeness. All work is to adhere to the most recent edition of the APA style manual.

*As appropriate to the nature of the project, the following format should be followed.*

### Title Page

**Abstract** should not exceed 120 words

## Part I: Problem Identification, Conceptual Framework and Review of the Literature, Project Design and Methods

### Background and Significance

- Description of the problem
- Population affected
- Epidemiology
- Brief description of the state of general knowledge
- Organizational/local knowledge of the problem
- Significance
- Purpose statement
- Clinical questions
- Project objectives
- Assumptions and limitations

### Conceptual Framework

- Description of framework or model
- Figure or model, if relevant
- Clear link to purpose and clinical question/s
- Conceptual definitions

### Review of the Literature

- How have other researchers examined the problem?
- Other sources of evidence: guidelines, expert panels
- Critical synthesis (what are the similarities and differences among studies)
- What is the level of evidence to date?
- Gaps in the literature

### Setting

- Population/sample
- Inclusion/exclusion criteria

#### Methods:

- What data will be collected?
- What tools will be used to collect these data?
- What is the quality of the measure?
- Who will collect the data?
- How will the data collection methods be systematic and rigorous?
- How will the data be protected, and how will the data be analyzed?

#### Timetable

Resources: Personnel, technology

Identification of key stakeholders and site support



Protection of human subjects  
Plan for dissemination to key stakeholders

**Part II: Results, Discussion and Conclusions, Implications and Recommendations.**

Presentation of data and results

Explanation of analysis used

Extent to which each objective was achieved or question answered

Limitations and lessons learned

Application for practice, theory, policy, research and/or education

Relevance to change in practice and/or leadership role of the doctorally-prepared nurse

Recommendations

**References**

**Appendices**

## **FORMS, INSTRUCTIONS and INFORMATION**



**Thomas Jefferson University Jefferson College of Nursing**  
**Doctor of Nursing Practice Program**

**Doctoral Project Proposal Approval \* (Form B)**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Doctoral Project Proposal:

I hereby accept the Doctoral Project proposal submitted by the above named student.

\_\_\_\_\_

Project Team Leader (Please print)

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Project Team Leader

\_\_\_\_\_

Team Member (Please print)

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Team Member

\_\_\_\_\_

Team Member (Please print)

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Team Member

**\*NOTE:** The student is to submit a copy of the completed form to:

- Project team leader
- NU 710 Course Board

**Thomas Jefferson University  
Jefferson College of Nursing  
Doctor of Nursing Practice Program**

**Form C: Doctoral Project Successful Completion**

Student Name: \_\_\_\_\_

Title of Doctoral Project: \_\_\_\_\_

\_\_\_\_\_

I hereby certify that the above named student has successfully completed the DNP Project requirements.

\_\_\_\_\_  
Name of Team Leader (Please print)

\_\_\_\_\_  
Signature of Team Leader Date

\_\_\_\_\_  
Signature of Student Date

\_\_\_\_\_  
Signature, Chair of Graduate Programs Date

**Jefferson College of Nursing**  
**Doctor of Nursing Practice Program**  
**Practicum Journal, Evaluation and Hours**

Student: \_\_\_\_\_ Course \_\_\_\_\_ Dates: \_\_\_\_\_

Practicum Goal: \_\_\_\_\_

Practicum Objectives:

- 1.
- 2.
- 3.

**Directions:** Please describe all practicum activities. In the evaluation section indicate how the activity helped you meet your practicum goal/objectives and course objectives.

Date	Practicum Activity	Activity Evaluation and Associated Objective/s	Hours	Cumulative Hours

Date	Practicum Activity	Activity Evaluation and Associated Objective/s	Hours	Cumulative Hours

**Complete this section only for final cumulative practicum hours.**

**Summary:**

Please write a paragraph indicating the most important lessons learned from the overall practicum experience.

Identify 2 major strengths.

Identify 2 improvement areas and a brief plan of action.

\*Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*By signing this practicum log, I attest that my hours are complete, truthful and honestly earned.*



**Jefferson College of Nursing  
Doctor of Nursing Practice Program  
Information for Practicum Preceptor/Mentor**

**NU710, NU711 and NU712 General Information** All Thomas Jefferson University, Jefferson College of Nursing, Doctor of Nursing Practice (DNP) degree students must successfully complete a Doctor of Nursing Practice Project (DNP Project). The DNP Project is a faculty-guided scholarly process to address a theoretically and clinically relevant problem. The DNP Project provides evidence of the student's practice inquiry knowledge and skills and her/his ability to apply research principles through problem identification, proposal development, implementation, and evaluation of a problem related to clinical practice, the health care delivery system, or a health care policy issue.

Each of the three practicum courses (NU710, NU711 and NU712) includes a practicum component. The practicum hours are related to the student's unique area of clinical inquiry and support the DNP Project, the student's identified practicum goals, course objectives and enhance the DNP competencies as described in The American Association of Colleges of Nursing's *Essentials of Doctoral Education for Advanced Practice Nursing (2006)*.

Students are mentored by faculty and ***selected practicum preceptor(s)/mentors*** to conceptualize and approach practice through a scientific mindset – challenging the habits of practice, cultivating curiosity about the scientific and theoretical underpinnings of practice, and formulating practice inquiry questions. Students are encouraged to select preceptors/mentors who are subject matter experts in their selected area of clinical inquiry, and who agree to guide, advise, counsel, motivate, coach and facilitate the work of the student. In most cases, the preceptor will be the external member of the student's Doctoral Project Team.

**Practicum Preceptor/Mentor Requirements**

- Preceptors/mentors, as project team members must hold an earned doctoral degree and provide copies of the current curriculum vitae, professional license and, when applicable, professional certifications.
- The preceptor-student relationship should begin with clearly defined expectations and address issues such as how long the relationship will last, how frequently the preceptor and student will meet and the need for confidentiality.
- Preceptors will complete a student practicum evaluation at the completion of each semester.

**Jefferson College of Nursing  
 Doctor of Nursing Practice Program  
 Preceptor Evaluation of Student:  
 NU710**

Date of Review \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Practicum Site \_\_\_\_\_

Student Name \_\_\_\_\_

**Directions:** Please circle the option which best reflects your opinion of the student’s clinical performance.

Student Learning Outcome			
1. Analyze knowledge and evidence from the biophysical, psychosocial, analytical, and organizational sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
2. Formulate therapeutic interventions based on nursing science and other sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
3. Utilize advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
4. Demonstrate advanced nursing leadership.	Met	Unmet	Not Applicable
	<b>Comments:</b>		

5. Implement therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
6. Evaluate therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
7. Assess information technology, communication tools and networks.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
8. Support individuals, patients, populations and/or organizations through complex health and ethical/legal components.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
9. Utilize conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues	Met	Unmet	Not Applicable
	<b>Comments:</b>		
10. Exhibit advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	<b>Comments:</b>		

**Thank you for taking the time to evaluate and comment on the student's performance.**

**Strengths:** (Please provide specific examples):

**Areas needing improvement:** (please provide specific examples):

Reviewed with student (circle): yes no

Preceptor signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_

Reviewed and Revised: College Curriculum Committee 08/26/2020  
Reviewed and Approved: College Executive Committee 10/21/2020

**Jefferson College of Nursing  
 Doctor of Nursing Practice Program  
 Preceptor Evaluation of Student:  
 NU711**

Date of Review \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Practicum Site \_\_\_\_\_

Student Name \_\_\_\_\_

**Directions:** Please circle the option which best reflects your opinion of the student’s clinical performance.

Student Learning Outcome			
1. Analyze knowledge and evidence from the biophysical, psychosocial, analytical, and organizational sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
2. Formulate therapeutic interventions based on nursing science and other sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
3. Utilize advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
4. Demonstrate advanced nursing leadership.	Met	Unmet	Not Applicable
	<b>Comments:</b>		

5. Implement therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
6. Evaluate therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
7. Assess information technology, communication tools and networks.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
8. Support individuals, patients, populations and/or organizations through complex health and ethical/legal components.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
9. Utilize conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues	Met	Unmet	Not Applicable
	<b>Comments:</b>		
10. Exhibit advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	<b>Comments:</b>		

**Thank you for taking the time to evaluate and comment on the student's performance.**

**Strengths:** (Please provide specific examples):

**Areas needing improvement:** (please provide specific examples):

Reviewed with student (circle): yes no

Preceptor signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_

Reviewed and Revised: College Curriculum Committee 08/26/2020  
Reviewed and Approved: College Executive Committee 10/21/2020

**Jefferson College of Nursing  
 Doctor of Nursing Practice Program  
 Preceptor Evaluation of Student:  
 NU712**

Date of Review \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Practicum Site \_\_\_\_\_

Student Name \_\_\_\_\_

**Directions:** Please circle the option which best reflects your opinion of the student’s clinical performance.

Student Learning Outcome			
1. Analyze knowledge and evidence from the biophysical, psychosocial, analytical, and organizational sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
2. Formulate therapeutic interventions based on nursing science and other sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
3. Utilize advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
4. Demonstrate advanced nursing leadership.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
	Met	Unmet	Not Applicable



5. Implement therapeutic interventions based on nursing science and related sciences.	<b>Comments:</b>		
6. Evaluate therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
7. Assess information technology, communication tools and networks.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
8. Support individuals, patients, populations and/or organizations through complex health and ethical/legal components.	Met	Unmet	Not Applicable
	<b>Comments:</b>		
9. Utilize conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues	Met	Unmet	Not Applicable
	<b>Comments:</b>		
10. Exhibit advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	<b>Comments:</b>		

**Thank you for taking the time to evaluate and comment on the student's performance.**

**Strengths:** (Please provide specific examples):

Reviewed with student (circle): yes no

Preceptor signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_

Reviewed and Revised: College Curriculum Committee 08/26/2020  
Reviewed and Approved: College Executive Committee 10/21/2020

**Jefferson College of Nursing  
Student Evaluation of Practicum Site & Preceptor  
NU710, NU711 and NU712**

Date of Review \_\_\_\_\_ Preceptor Name \_\_\_\_\_

Course \_\_\_\_\_ Practicum Site \_\_\_\_\_

**Instructions:** Describe your general impression of your clinical “site” and your preceptor.

***Practicum Site:***

Activity	Yes/No	Comments
1. Provides a conducive environment to meet student learning outcomes		
2. Provides orientation as needed		
3. Site personnel is supportive of doctoral nursing education		

***Preceptor:***

Activity	Yes/No	Comments
1. Available for and amenable to consultation		
2. Encouraged open dialogue and challenged thinking		
3. Acted as coach, advisor and facilitated the work of the student		
4. Provided abundant opportunities to meet student learning outcomes		
5. Offered suggestions for improvement in a constructive manner		
6. Please provide any additional comments that would be helpful in the evaluation of this experience:		

Reviewed and Revised: College Curriculum Committee 08/26/2020  
Reviewed and Approved: College Executive Committee 10/21/2020

## Frequently Asked Questions

### ***1. What is the role of the DNP Project Team Leader?***

The team leader works closely with the student as they plan and execute the doctoral project. The team leader should be aware of all plans, timelines, changes and problems throughout the project process. The team leader must hold an earned doctorate and be a member of the JCN graduate faculty. Selection of team leader may be based upon mutual interests, similar clinical or research experience, area of expertise and/or previous mentorship relationship.

### ***2. How should I determine my external DNP team member?***

The external team member must hold an earned doctorate with clinical expertise or a research collaborative relationship that may either facilitate the student's access to the study site, population or data or supplement the clinical expertise of faculty committee members. The external team committee member also typically agrees to serve as the student's practicum preceptor/mentor.

### ***3. Does writing my DNP Project count as practicum hours?*** No.

### ***4. Does everyone have to apply for IRB approval?***

Yes. Students are expected to publish the results of their DNP projects so IRB approval is necessary, even if a project is determined to be exempt.

### ***5. Does my time preparing the IRB submission count as practicum hours?*** No.

### ***6. Will I have to get multiple IRB approvals?***

This will depend on the nature of the project and policies of the project site. It is the student's responsibility to determine if this is necessary.

### ***7. What if my project proposal gets delayed in the IRB?***

If the application does get waylaid in the review process, the student will work with his/her project team leader to revise the timeline and expectations.

### ***8. What are the characteristics of a successful student?***

- Student takes ownership of the project as their own scholarly work
- Synthesizes concepts from NU701 through NU709 as a foundation for project design and implementation
- Clear definition of the support and help you think you need
- Recognition that one person cannot help you meet all your mentoring needs
- Recognition that your needs for mentoring change over time
- Ability to accept and work through meaningful criticism
- Interest in working with mentors to help you grow
- Respectful of mentor and project team members' time; adhere to meeting and due dates

## Jefferson Digital Commons

### About the Jefferson Digital Commons

The [Jefferson Digital Commons](#), or JDC, is Jefferson's open access institutional repository. It is a free service of the [Academic Commons \(AC\)](#) that helps you share your scholarly work with the world. All Jefferson faculty, staff, researchers, and students are able to contribute.

The Jefferson Digital Commons holds a wide variety of material from across Thomas Jefferson University and Jefferson Health. The primary requirement is the work must have been created by a Jeffersonian while affiliated with Jefferson, with a focus toward scholarly and institutional output. Content includes, but is not limited to, published articles, posters, conferences, grand rounds, journals, newsletters, theses, dissertations, and student material.

### *Why Publish in the JDC?*

Publishing in the Jefferson Digital Commons increases the reach and impact of your work. Not only will your work be discoverable through the JDC, it will also show up in major search engines like Google and Google Scholar, making it freely available to anyone in the world. Additionally, the JDC gives you access to a rich set of metrics, like the [Author Dashboard](#) and [PlumX Metrics](#), to help you track who is accessing your work.

### *Dissertations in the JDC*

All doctoral students are encouraged to submit their completed dissertations to the Jefferson Digital Commons, and there are two ways to do so.

If you are interested in sharing your entire dissertation, please email the dissertation and a signed [release form](#) to Kelsey Duinkerken at [kelsey.duinkerken@jefferson.edu](mailto:kelsey.duinkerken@jefferson.edu). This option allows you to share your research with the widest audience possible.

Alternatively, if you are interested in sharing just your abstract we recommend depositing your dissertation in [ProQuest](#). This option allows users to access your full dissertation from ProQuest (often after paying a fee), but it also automatically adds your abstract to the Jefferson Digital Commons.

Have questions? Feel free to contact [digitalcommons@jefferson.edu](mailto:digitalcommons@jefferson.edu).

**JEFFERSON COLLEGE OF NURSING  
DOCTOR OF NURSING PRACTICE  
INTERVIEW AND OBSERVATION STUDENT INSTRUCTIONS**

**(1) Informing the Intended Interviewee(s) OR Observation Location:**

Prior to confirming an individual's participation with you in an interview designed to fulfill curricular requirements of Jefferson University College of Nursing the following must occur:

- You must explain to the intended interviewee/observation location who you are.
- You must explain your role as a student at Jefferson University, Jefferson College of Nursing, Doctor of Nursing Practice.
- You will explain the project upon which you are working, the extent to which you will publish or otherwise share the information obtained from your interactions with them, and the media you intend to utilize to obtain information.
- You will read a description of your intended activities to the interviewee or provide them with the option to read an explanation of your planned interview.

**(2) The Consent and Release Form**

The Consent and Release Form will help you fully convey to the interviewee/observation location the important elements of their participation. After the potential interviewee/location receives information sufficient to satisfy the criteria identified in section (1) above, you must ask them to sign the Agreement to Interview/Observe form. Give the interviewee/observation location a copy of the signed form and return a copy of the signed form to the course board. You may also keep a copy for your records. Do not conduct the interview/observation until you have obtained a signed copy of the Consent and Release Form.

**CONSENT and RELEASE FOR INTERVIEWS and OBSERVATIONS**

[Name of the Project]

[Student’s Name and University Contact Information]

**Project Description:** [insert]

I, \_\_\_\_\_, hereby grant the right to use information from written notes taken during interviews and/or observations in which I participated, to [\_\_\_\_\_] (student’s name) and Jefferson University’s College of Nursing.

I understand that materials derived from the interview/observation(s) will be kept by the University and/or the interviewer/observer, and that the information contained in the interview(s)/observation(s) will be submitted to faculty for evaluation. I received satisfactory answers to my inquiries concerning the project and I understand that my words will be utilized for educational, institutional, and/or scientific purposes. I understand that compensation for use of materials developed as a result of my participation is not available to me. All rights, titles, and interest in the materials gathered during my participation on the project will become and remain the property of Jefferson University, College of Nursing.

I understand that I may contact [*insert contact information of faculty member with whom participants may speak*] to share comments or concerns regarding the project.

\_\_\_\_\_ *By initialing here, I also agree to be identified by name in the project and related materials.*

\_\_\_\_\_ *By initialing here, I agree to be audio recorded during this interview/observation.*

I irrevocably give consent to Jefferson University, its officers, agents, employees, successors, and licensees, forever to make use of my words in the project described above. I acknowledge that I am fully aware of the scope and purpose of my participation on this project and I consent to participation freely without duress, disability, or undue influence at the time of signing this release and consent instrument.

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Interviewee

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Student

**Jefferson**

Philadelphia University +  
Thomas Jefferson University

TM

**Jefferson College of Nursing**

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